

*The Government
of Alberta's*

3

YEAR PLAN

*for Education
1999/2000 to
2001/2002*



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Message from the Minister

It has been said education is a life-long journey. So is the business of education planning. This plan is our map for the next three years as we travel toward our ultimate destination: to graduate the best-educated young people in Canada.

In many ways, the road is familiar – paved by previous three-year plans. Student learning remains our number one concern. Other goals confirm our ongoing commitment to student needs, strong parent and community involvement, quality teaching, appropriate funding and public accountability. Our results show we are travelling in the right direction and making good progress.

Since 1996, reinvestments have made the journey easier. That continues with this plan. By the third year, we will be spending \$598,000,000 more annually than in 1998/1999 – a 19 per cent increase. Again, most of the money is targeted to our students and their learning: basic instruction, enrolment growth, special needs, and to continue important programs like the Early Literacy Initiative.

I am especially pleased to introduce the Student Health Initiative and the School Performance Incentive Program.

The Student Health Initiative is a cross-department partnership to provide co-ordinated support for students with special health needs so they are better able to learn in school.

The School Performance Incentive Program will provide added funding to school boards based on demonstrated improvements in student learning. Each jurisdiction's improvement target will be measured against its room for improvement as assessed against its previous performance.

Each of these programs takes a different approach, but both are aimed at the same result – giving our children the best possible start on their own life-long journey of education and personal achievement.



Gary G. Mar, Q.C.
Minister of Education

Introduction

“Our future lies in our human capital and our children are our greatest assets.... People are the driving force in our province and we need to ensure that all Albertans have the opportunities they need to develop their full potential.... Education must be recognized as our investment in Alberta's future and our goal should be nothing less than the best educated and trained citizenry in the country....” With these words, the Alberta Growth Summit '97 identified people development as the top priority for the Alberta Government.

Alberta's Three-Year Plan for Education, 1999/2000 to 2001/2002, responds to this priority by continuing to give all Alberta students access to quality programs that help them achieve high standards and to prepare them for work, further study and citizenship. Everything in our updated plan supports People Development.

This plan also responds to the increased emphasis on working in partnership to ensure that children are well cared for, safe, successful at learning and healthy. Furthermore, it recognizes that the public service plays an essential role in the effective achievement of the government's goals through excellent service, innovation, teamwork and strategic human resource management and development.

Vision for Education

Alberta's young people are the best educated in the country, able to achieve their individual potential, create a positive future for themselves, their families and their communities, and contribute to Alberta's prosperity and superior quality of life.

Mission

To ensure that all Alberta students have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

Principles

The **School Act** provides the legislative framework for sustaining and developing Alberta's education system. Students are the focus of the act, which is based on a set of five underlying principles:

- **Access to quality education:** Every student in Alberta has the right of access to a quality basic education which is consistent with the student's abilities and provides the necessary knowledge, skills and attitudes to fulfill personal goals and contribute to society as a whole.
- **Equity:** All students in Alberta must have access to a quality basic education regardless of where in the province they live.
- **Flexibility:** Within standards and policies set by the provincial government, there are opportunities for parent and student choice in the public education system. School boards, schools and individual teachers have flexibility to meet the educational needs of the students and communities they serve.
- **Responsiveness:** The student is the focus of all activities in the education system: legislation, policies and practices affecting all levels must support the efforts of communities to ensure school programs and services respond to the unique needs of each child.
- **Accountability:** All those involved in making decisions about educational matters, including the allocation of public funds for education must be accountable for their decisions, choices and results. This includes the Minister of Education, school boards and their staff, parents as well as students.

Guided by these principles, the three-year plan for education annually outlines improvements and directions for the education system consistent with the **School Act** (Statutes of Alberta, 1988, Chapter S-3.1 as amended, S. 60.2 [1-3]).

Core Business of Alberta Education

The Government of Alberta has constitutional responsibility for education and has established an education system where that responsibility is shared among government, school authorities, teachers, parents, students and the public. Within this system of shared responsibility, Alberta Education, under the direction of the Minister, takes the lead in:

- providing direction for education in Alberta by developing, implementing and monitoring legislation, policies and long-range plans for the education system;
- funding school authorities on an equitable, appropriate and affordable basis;
- determining what students should learn and establishing high learning standards;
- ensuring schools and school authorities fulfil their obligations, including operating within the provincial legislative and policy framework and meeting provincial expectations;
- establishing and maintaining effective community partnerships; and
- assessing and reporting to government and the public on the use of resources in the education system and the achievement of results, including student learning outcomes.

Basic Education in Alberta - the Definition

A basic education must provide students with a solid core program including language arts, mathematics, science and social studies. Students will be able to meet the provincial graduation requirements and be prepared for entry into the workplace or post-secondary studies. Students will understand personal and community values and the rights and responsibilities of citizenship. Students will develop the capacity to pursue learning throughout their lives. Students also should have opportunities to learn languages other than English and to attain levels of proficiency and cultural awareness which will help to prepare them for participation in the global economy.

Student Learning Outcomes

Students are expected to develop the knowledge, skills and attitudes that will prepare them for life after high school. A basic education will allow students to:

- Read for information, understanding and enjoyment.
- Write and speak clearly, accurately and appropriately for the context.
- Use mathematics to solve problems in business, science and daily-life situations.
- Understand the physical world, ecology and the diversity of life.
- Understand the scientific method, the nature of science and technology, and their application to daily life.
- Know the history and geography of Canada and have a general understanding of world history and geography.

- Understand Canada's political, social, and economic systems within a global context.
- Respect the cultural diversity and common values of Canada.
- Demonstrate desirable personal characteristics such as respect, responsibility, fairness, honesty, caring, loyalty, and commitment to democratic ideals.
- Recognize the importance of personal well-being and appreciate how family and others contribute to that well-being.
- Know the basic requirements of an active, healthful lifestyle.
- Understand and appreciate literature, the arts and the creative process.
- Research an issue thoroughly and evaluate the credibility and reliability of information sources.
- Demonstrate critical and creative thinking skills in problem solving and decision making.
- Demonstrate competence in using information technologies.
- Know how to learn and work independently and as part of a team.
- Manage time and other resources needed to complete a task.
- Demonstrate initiative, leadership, flexibility, and persistence.
- Evaluate their own endeavours and continually strive to improve.
- Have the desire and realize the need for life-long learning.

Standards for Student Learning

The Minister of Education defines acceptable standards and standards of excellence for student achievement in consultation with Albertans. Employers are involved in specifying the knowledge, skills and attitudes needed in the workplace. Schools, school authorities and the Minister of Education assess and report regularly to the public on a range of student learning.

The school's primary responsibility is to ensure that students meet or exceed the provincial standards, as reflected in the Student Learning Outcomes (outlined above), the Alberta Programs of Study, provincial achievement tests, diploma examinations and graduation requirements.

Education Delivery

Schools must engage students in a variety of activities that enable them to acquire the expected learnings. Schools have authority to deploy resources and may use any instructional technique acceptable to the community as long as the standards are achieved. Schools, teachers and students are encouraged to take advantage of various delivery options including the use of technology, distance learning and the workplace.

Schools play a supportive role to families and the community in helping students develop desirable personal characteristics and the ability to make ethical decisions. Schools also help students take increasing responsibility for their learning and behaviour, develop a sense of community belonging and acquire a clearer understanding of community values and how these relate to personal values.

Students learn basic, transferable knowledge, skills and attitudes in school. Schools, in co-operation with employers, provide opportunities for students to develop and practice employability skills. The Minister of Education provides credit for off-campus learning that is approved and accepted by the school and the employer. Government works with schools, employers and post-secondary institutions to help young people make a smooth transition to work and further study.

[The Definition of Basic Education was developed in 1993/1994 and published in *Meeting the Challenge*, the first three-year plan for education, 1994/1995 to 1996/1997. Building from the Goals of Education and Goals of Schooling of 1978, the definition focuses on results and articulates the outcomes expected of students. The statement provided above was revised in 1997/1998 to reflect the Alberta Growth Summit '97 and was issued as Ministerial Order No. 004/98, Appendix to the **School Act** on February 10, 1998.]

Priority Areas for Improvement

Priority areas for improving Alberta's education system have been identified from information on performance measures, the implementation of the provincial three-year plan for education, and from the review of school board three-year education plans. In addition to providing our students with a solid foundation of basic skills, the following priority improvement areas are addressed in this plan and in school board three-year plans for school years 1999/2000 to 2001/2002:

- improving co-ordination of services for children by taking joint action on the Alberta Children's Initiative, including new funding for Student Health Services;
- increasing high school completion rates by providing funding for demonstrated improvement;
- improving secondary student achievement in mathematics by supporting implementation of new high school math programs;
- improving access to information technology through continued instructional technology funding and integration of technology learning outcomes; and
- improving public satisfaction with education by maintaining high standards, and increasing awareness and understanding of the accomplishments of the education system.

Did you know?

There are now about 550,000 students and 29,000 teachers in Alberta's public school system.

Education Spending Highlights, 1999/2000 to 2001/2002

Funding for Education – a Government Priority: The education of Alberta's youth continues to be a top priority for the provincial government. In this plan, our investment in education will increase by \$598,700,000 to nearly \$3,740,000,000 over three years. Almost \$221,700,000 will be added in 1999/2000, over \$210,700,000 will be added in 2000/2001 and nearly \$166,300,000 is to be added in 2001/2002.

- **Enrolment Growth:** The funding increases reflect anticipated enrolment increases of 2 per cent per school year in 1999/2000 and 2000/2001 and of 1.5 per cent in the 2001/2002 school year.
- **Rate Increases:** The funding increases also acknowledge increased costs of providing education programs. Rates for most instructional grants, including Basic Instruction, Early Childhood Services and Students with Severe Special Needs, will increase 3 per cent in 1999/2000 and 2 per cent in each remaining year of the plan. The basic instruction amount per student rises from \$3860 in the 1998/1999 school year to \$3976 in 1999/2000, to \$4055 in 2000/2001, and will reach \$4136 in 2001/2002. As well, Operations and Maintenance and Transportation will receive a comparable increase.
- **Early Years of Schooling:** Funding is extended in this plan for programs started in 1998/1999 that focus on the early years of schooling. Funding for early literacy, teacher assistants and English as a second language programs for Canadian-born students will continue in 2001/2002, pending the results of reviewing the success of these programs.

- **School Performance Incentive Program:** Funding will be provided to school boards for demonstrated improvement and achievement at the school level. Key Performance Indicators, such as provincial achievement test and diploma exam results and high school graduation rates, will contribute to determining the allocation of this funding. Provisions will be made to recognize variation in local priorities and circumstances. School boards will distribute awards to their schools in accordance with local improvement incentive programs.

School performance incentive programs will be piloted in the 1999/2000 school year and implemented province wide in 2000/2001. When fully in place, \$66,000,000 will be provided each year. Demonstrating improved results will help assure parents and taxpayers that the significant public resources invested in education are being put to good use and Alberta continues to ensure an excellent education system, second to none.

Did you know?

An enrolment increase of one per cent costs about \$25,000,000.

- **Student Health:** With the release of the Alberta Children's Initiative in November 1998, government has emphasized its commitment to improving co-ordination of services for children at all levels. \$25,600,000 will be provided each school year for health and related support services in school so children with special health needs can benefit more from education programs.
- **Equity:** Government will be considering the recommendations of the Funding Framework Review and redistribution options proposed by the department.
- **Native Education:** An additional \$3,800,000 will be spent over the next three years in support of Native education.
- **Special Needs:** In the 1998/1999 school year, funding for students with mild, moderate and severe special needs (except for those with severe emotional/behavioural disabilities) increased about 30 per cent to reflect actual

program costs. Funding for students with severe special needs will continue to increase over the life of the plan to address cost pressures and increased numbers of these students. Attention will be given to resolving funding issues related to the transfer of special needs students between school jurisdiction and institutional programs.

- **Francophone Programs:** Alberta is committed to maintaining appropriate funding and resources to ensure equitable access to quality francophone programs.
- **Private Schools:** In 1998 government accepted all twenty-six recommendations of the Private School Funding Task Force which affect programs, operational responsibilities and monitoring of private schools, and funding increases as follows:
 - Basic instruction funding for private schools will be set at 60 per cent of the basic instruction rate for public schools. This ratio will be phased in over two school years, rising to 55 per cent in 1999/2000. Private school basic instruction funding will rise from \$1902 per student in 1998/1999 to \$2187 in 1999/2000 and to \$2433 in 2000/2001 when the 60 per cent rate is fully implemented. Thereafter the amount will be adjusted on the same basis as public school instruction (e.g., 2 per cent increase in the 2001/2002 school year).
 - Private schools will receive funding for students with special needs on the same basis as public schools. An additional \$1,200,000 will be provided annually to private schools for these students starting in September 1999. Full funding of special needs in private schools supports parent choice in selecting an appropriate program.
- **School Facilities:** In 1998 government accepted the report of the School Facilities Task Force. Over \$140,000,000 in base funding will continue to be provided each year for essential restoration and upgrading of schools, and for school construction where alternatives to meeting the need for classroom space are not available. A portion of this funding will continue to support innovative capital projects.

- **Instructional Technology:** Technology integration funding of \$20,000,000 continues to be provided each year on a per-student basis.
- **Enhanced Secondary Mathematics Instruction:** For 1999/2000, a one-time allocation of \$2,200,000 in total will be provided to the Regional Consortia to support implementation of new high school mathematics programs and improve secondary student achievement in math.
- **Teacher Pensions:** Government's contribution to the Teachers' Pension Plan will increase more than \$60,000,000 by 2001/2002. This increase reflects an increased number of teachers, increases in teacher salary commitments granted by school boards, and a higher contribution rate to ensure sustainability of the plan.

Education Funding

Funding for education is generated from general revenue, which includes proceeds from lotteries, and the education property tax, which is used only to support grades 1-12 in public and separate schools. The property tax rate for education in 1999 will remain at the 1998 rate of 6.95 mills and will raise 39 per cent of education spending.

When the province assumed responsibility for education property taxes, the provincial average tax rate was 7.64 mills. The provincial uniform tax rate has decreased almost 10 per cent since 1993, responding to public desire for high quality education at an affordable cost.

The Alberta Lotteries and Gaming Summit, 1998, recommended that government account for spending from lottery revenue separately. Lotteries will provide \$120,000,000 (3.6 per cent) of the funding for education each year: \$100,000,000 of the funds for school facilities and the \$20,000,000 allocation for technology integration.

Total Education Spending 1999/2000 to 2001/2002

(thousands of dollars)

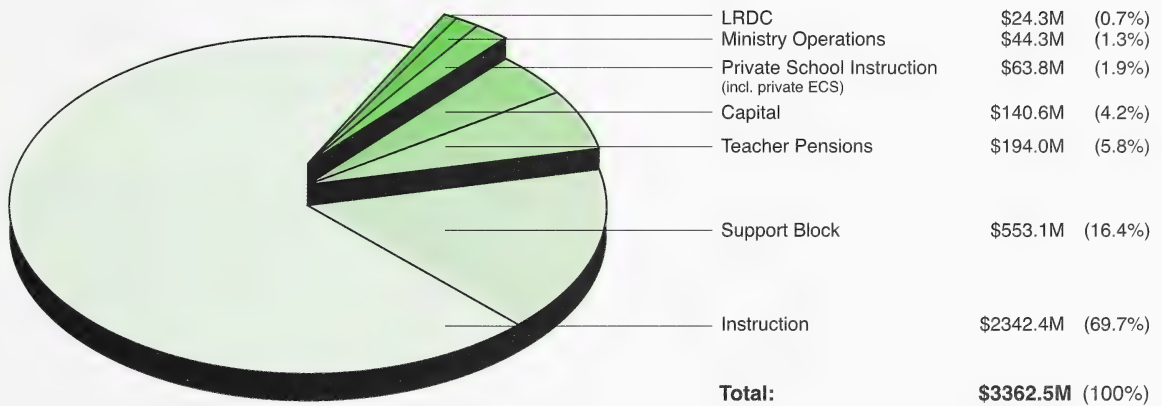
	Comparable 1997/1998 Actual*	Comparable 1998/1999 Budget*	Comparable 1998/1999 Forecast*	1999/2000 Estimates	2000/2001 Target	2001/2002 Target
Consolidated Ministry Expense	2,931,726	2,981,623	2,993,173	3,197,094	3,401,244	3,560,637
Property Tax Support to Opted Out Separate School Boards	122,741	158,614	147,685	165,424	172,041	178,923
Total Education Spending	3,054,467	3,140,237	3,140,858	3,362,518	3,573,285	3,739,560

* Adjusted for changes in the reporting of debenture interest and Teachers' Pensions liability funding.

Education Spending, 1999/2000

Total education spending will increase 7 per cent in 1999/2000 and will exceed \$3,360,000,000, of which 96 per cent, or more than \$3,200,000,000, will support education in public and separate schools. The balance will support instruction in private schools, Ministry Operations and the Learning Resources Distributing Centre (LRDC).

Total: \$3,362,518,000



- Capital consists of funding for approved school construction and modernization projects, block funding for school restoration (BQRP) and modernization, and short-term loans. Debenture interest is now reported as debt service costs in Treasury's budget.
- The Support Block includes school board governance and administration, student transportation, and building operations and maintenance.
- Support for private schools includes \$36,900,000 for grades 1-12 and \$26,900,000 for Early Childhood Services (kindergarten) programs provided by private schools (\$8,500,000) and private ECS operators (\$18,400,000).



Education Goals, Results, Strategies & Measures

Goal 1: Education is focused on what students need to learn and students are achieving high standards.

Results

- Alberta's education system has high learning standards for all students.
- Students learn what they need to prepare them for work, further studies and citizenship.
- Students achieve provincial and national learning standards, and perform well in international comparisons.

Did you know?

Alberta students perform as well or better than students in other provinces on national and international tests.

Key Measure

- *Percentage of students in grades 3, 6 and 9 writing provincial achievement tests who achieved the acceptable standard.*

Subject	1995	1996	1997	1998
Grade 3 Language Arts	83%	86%	87%	86%
Grade 3 Mathematics	—	—	—	80%
Grade 6 Language Arts	81%	84%	84%	84%
Grade 6 Mathematics	—	—	—	81%
Grade 6 Science	—	80%	77%	80%
Grade 6 Social Studies	79%	78%	78%	78%
Grade 9 Language Arts (literacy)	84%	88%	87%	87%
Grade 9 Mathematics (numeracy)	—	—	—	71%
Grade 9 Science	78%	81%	78%	78%
Grade 9 Social Studies	77%	79%	81%	78%
Provincial Standard	85%	85%	85%	85%

Notes: 85% of students are expected to achieve the acceptable standard. The percentage who met the acceptable standard includes the percentage who met the standard of excellence.

New curricula were introduced in grade 6 science and grade 9 math in 1996/1997 and in grades 3 and 6 math in 1997/1998.

Student results on the grade 9 achievement tests in language arts and mathematics are reported annually by the provincial government as indicators of literacy and numeracy.

Department Strategies

- 1.1 Support the new high school mathematics programs by inservicing teachers, informing parents and refining course standards, learning resources and implementation processes.
- 1.2 Monitor and report on the implementation of and share best practices for early literacy and English as a second language programs for Canadian-born students.
- 1.3 Support the implementation of learning expectations for reading and math in kindergarten programs for the western provinces and territories.
- 1.4 Support the implementation of the language arts programs (K-9) for the western provinces and territories and update high school language arts programs.
- 1.5 Support the integration of technology outcomes throughout the curriculum.
- 1.6 Implement Preparing Youth for Work initiatives in People and Prosperity, including:
 - incorporating business awareness, employability skills and career education in curriculum revisions; and
 - improving measurement of preparation of students for workplace entry or further studies.

Supplementary Measures

- Percentage of Albertans who are satisfied the curriculum focuses on what students need to learn and learning standards are high enough.
- Performance of Alberta students in national and international assessments compared with students outside Alberta.

Key Measure

- Percentage of students writing grade 12 diploma examinations who achieved the acceptable standard.

Subject	1994/ 1995	1995/ 1996	1996/ 1997	1997/ 1998
English 30	87%	91%	88%	88%
English 33	86%	86%	86%	87%
Social Studies 30	84%	84%	84%	84%
Social Studies 33	—	83%	81%	84%
Mathematics 30	74%	74%	75%	82%
Mathematics 33	—	79%	81%	74%
Biology 30	81%	77%	82%	81%
Chemistry 30	84%	82%	79%	86%
Physics 30	84%	80%	80%	86%
Science 30	—	79%	81%	83%
Provincial Standard	85%	85%	85%	85%

Notes: 85% of students are expected to achieve the acceptable standard. The percentage who met the acceptable standard includes the percentage who met the standard of excellence.

Standards are set by members of the public and educators in relation to expected learning outcomes in the curriculum.

Department Strategies (continued)

- 1.7 Work with partners to develop courseware and delivery alternatives for Career and Technology Studies (CTS).
- 1.8 Update health and junior high science programs to reflect the Business Involvement Framework.
- 1.9 Support the implementation of the new physical education program that incorporates the recommendations of the Active Living Task Force.
- 1.10 Incorporate Native Studies in curriculum revisions.
- 1.11 Work with western provinces and territories on Francophone, Aboriginal, second language and social studies initiatives.
- 1.12 Initiate a research project to identify characteristics of students who do not complete high school within six years of entering grade 9.

Key Measure

- Percentage of students who receive a high school diploma or certificate or enter post-secondary studies within six years of entering grade 9.



Goal 2: Education is responsive to students, parents and communities.

Results

- Parents, business and the community have meaningful roles in education.
- Parents and students can choose schools and high quality programs within the public education system that meet the educational needs of students and expectations of parents.

Did you know?

There are more than 1800 schools in Alberta, including:

- 1349 public schools
- 18 francophone schools
- 307 separate schools
- 143 accredited, funded private schools.
- 9 charter schools

Key Measure

- Percentage of parents and the public satisfied with their opportunities for involvement in decisions affecting education in their local schools.



Department Strategies

- 2.13 Establish a strategic partnership with Advanced Education and Career Development on youth transitions to implement government's People and Prosperity initiative and Youth Employment Strategy, by:
 - creating opportunities for youth to develop the skills and knowledge needed for work;
 - helping youth respond to the complex and changing nature of work; and
 - addressing the cultural and social barriers that prevent youth from working.
- 2.14 Work with business and school jurisdictions to pilot delivery of high school courses by satellite to remote areas.
- 2.15 Using implementation information, revise regulations and improve governance of charter schools.
- 2.16 Act on the findings of public consultations on School Councils.
- 2.17 Review and revise the Native Education Policy, and expand monitoring of Native Education projects.
- 2.18 Restructure and support governance of francophone schools.

Supplementary Measures

- Percentage of students who are enrolled in various delivery choices within the public education system.
- Percentage of students, parents and the public satisfied with the responsiveness of the education system to their needs and expectations.
- Percentage of parents who agree they get the information they need to access programs and services that meet their children's learning needs.
- Percentage of parents and high school students who agree students have access to programs and services that help students learn.

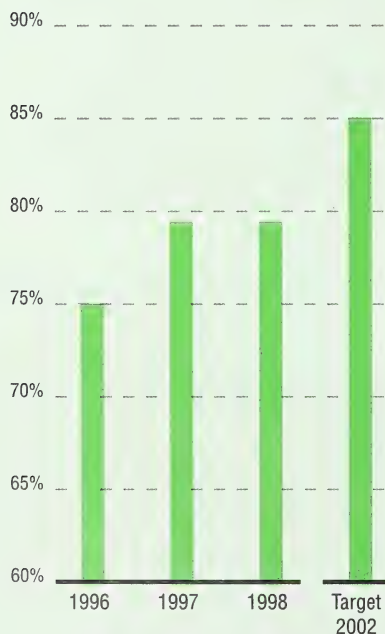
Goal 3: Children in school have access to the support services they require.

Results

- Services for children are co-ordinated at the provincial, regional and local levels.
- Schools provide a safe and caring environment for students.

Key Measure

- *Percentage of parents of school children with severe special needs who are satisfied with services for their child.*



Note: Mail survey conducted 1995 to 1997; changed to telephone survey in 1998 to minimize response bias. 1998 results are not comparable with 1996 and 1997 results.

Department Strategies

- 3.19 Work with Alberta Health, Family and Social Services, Child and Family Services Authorities Secretariat, Justice, Community Development, AADAC and Aboriginal groups on joint action initiatives in priority need areas, including:
 - children's health needs in school;
 - children's mental health;
 - fetal alcohol syndrome/fetal alcohol effect;
 - children involved in prostitution; and
 - conception to 3 years - early childhood development.
- 3.20 Develop joint action policy initiatives with provincial departments, Aboriginal communities, regional and local partners to identify and remove policy barriers to effective co-ordination, funding and delivery of services for children.
- 3.21 Work with school authorities, Child and Family Services Authorities, Aboriginal communities and other partners to support the implementation of child and family services plans.
- 3.22 Assist school authorities and other partners to develop school and community resources and to implement initiatives to promote safe and caring schools.

Supplementary Measures

- Percentage of parents, students and the public satisfied that schools provide a safe and caring environment.

Goal 4: Teaching in Alberta is consistently of high quality.

Result

- Teachers help students achieve provincial learning expectations and high standards.

Did you know?

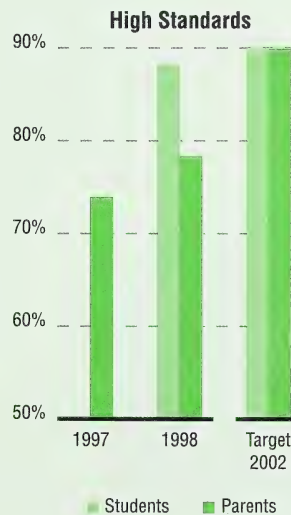
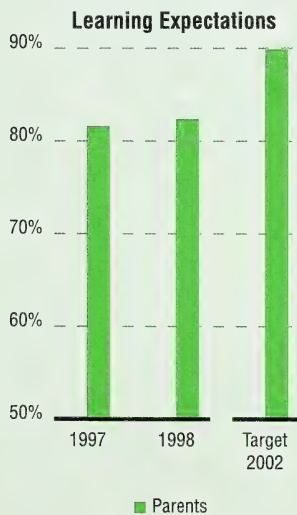
On average, Alberta teachers have 4.65 years of university education and 14 years of experience.

Department Strategies

- 4.23 Support the implementation of the Teacher Growth, Supervision and Evaluation Policy.
- 4.24 Work with education partners to develop materials that help principals and administrators enhance their leadership skills.
- 4.25 Work with partners to support professional development opportunities to expand teachers' ability to integrate technology into instruction.

Key Measure

- Percentage of parents (of K-12 students) and high school students who agree teachers help students achieve learning expectations and high standards.



Supplementary Measures

- Percentage of parents who agree their child's teachers:
 - use methods that help students learn,
 - communicate clear expectations to students.
- Percentage of high school students who agree their teachers use a variety of approaches to meet their learning needs.

Goal 5: Information technology is integrated into education to enhance student learning, and increase efficiency and flexibility of delivery.

Results

- Students have information technology, knowledge, skills, and attitudes needed for K-12 learning, post-secondary studies and the workplace. (Related Goal: 1)
- Information technology expands choice and flexibility in what, when, where and how students learn. (Related Goals: 2 and 8)
- Teachers integrate information technology into instruction and management of student learning. (Related Goals: 1 and 4)

Department Strategies

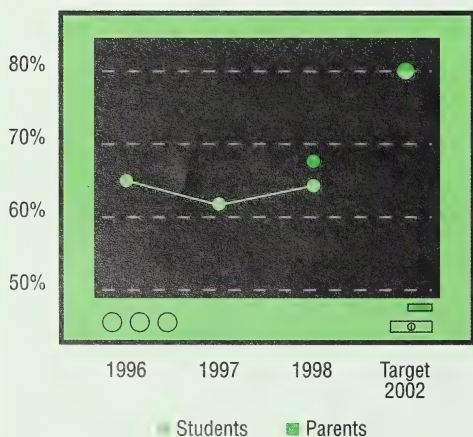
See Strategies 1.5, 1.7, 2.14, 4.25 and 8.37.

Did you know?

While there is no provincial standard, the provincial average student/instructional computer ratio is 8.6 to 1.

Key Measure

- *Percentage of high school students and parents (of K-12 students) who report that school helps improve students' computer skills.*



Supplementary Measures

- Ratio of students/modern(ized) classroom computers less than five years old.
- Percentage of high school students and parents (of K-12 students) who report that they are satisfied with student access to computers in school.

Goal 6: The education funding system is fair, equitable, and appropriate.

Results

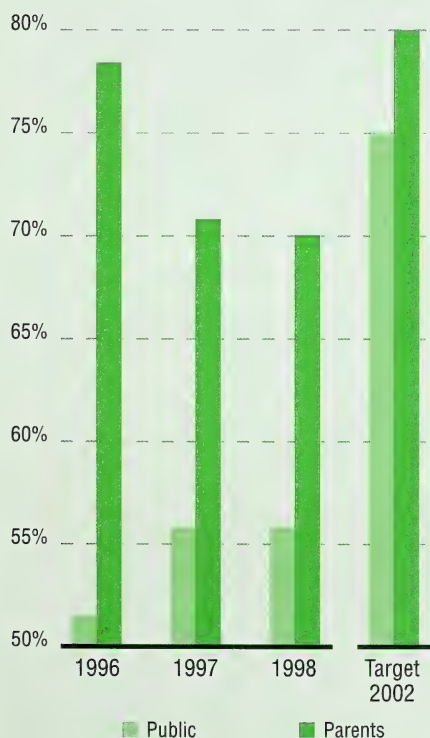
- All school boards are funded equitably and appropriately.
- The province and school boards are efficient in their use of available resources.

Did you know?

The cost of educating a student in Alberta's public education system is about \$30 per day.

Key Measure

- Percentage of parents and the public who are satisfied with the value received from public funds spent in their local school.



Department Strategies

- 6.26 Develop and implement a new capital plan that:
 - addresses the recommendations of the School Facilities Task Force;
 - includes provision for innovative capital projects;
 - is linked to government-wide capital planning.
- 6.27 Act on the recommendations of the review of the Funding Framework.
- 6.28 Act on recommendations of the Regional Assessment Services Review.
- 6.29 Resolve funding issues related to the transfer of special needs students between school jurisdictions and institutions.

Supplementary Measures

- Differences in school jurisdiction overall per student spending and per student instructional spending per school year.
- School jurisdiction spending on instruction and on administration as percentages of total school jurisdiction spending.
- Cost of new school construction in Alberta compared to other provinces.

Goal 7: The education system is open and accountable for the achievement of results and use of resources.

Result

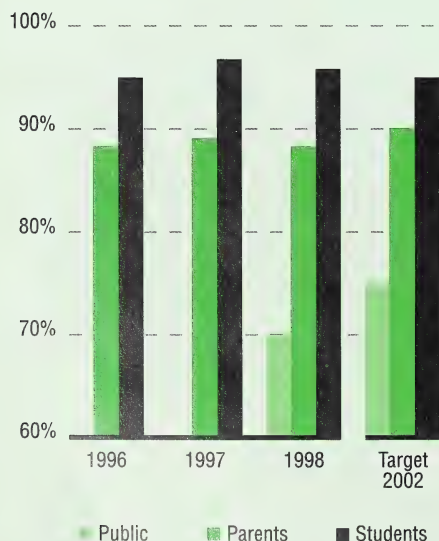
- Albertans have timely and meaningful information from schools, school authorities and the department about the achievement of results and use of resources.

Department Strategies

- 7.30 Follow up on school board plans to ensure results are being used to improve student learning.
- 7.31 With education and corporate partners, develop and implement a communication plan to increase awareness and understanding of the public education system.
- 7.32 Provide funding to school boards for demonstrated school improvement in student achievement and other Key Performance Indicators.

Key Measure

- Percentage of high school students, parents (of K-12 students) and the public who are satisfied overall with the quality of education.



Supplementary Measures

- Percentage of Albertans who are satisfied with information received about how money is allocated to and spent by schools, school jurisdictions and the province.
- Percentage of the public satisfied with information from the jurisdiction and the province on student achievement.
- Percentage of school boards that identify areas for improving student achievement based on results information, and address these in their plans.
- Percentage of schools with improved student outcomes.

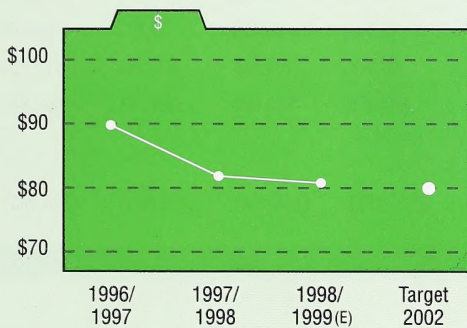
Goal 8: Alberta Education is managed effectively and efficiently to achieve government goals.

Result

- Department service is of high quality, affordable and focused on the needs of clients and education partners.

Key Measure

- *Cost of department administrative services per public school student.*



Supplementary Measures

- Percentage of clients and education partners satisfied with services and information received from the Department.
- Level of employee satisfaction with their contributions to business plan goals.

Department Strategies

- 8.33 Simplify and reduce regulatory requirements and provide this information to the public.
- 8.34 Implement a department Human Resource Plan that encompasses the goals of the Alberta Government Human Resource Plan.
- 8.35 Enhance the capacity of department staff to communicate directions and provide information and service.
- 8.36 Work with other provincial departments to implement government-wide initiatives, including:
 - corporate human resource development strategy;
 - knowledge and innovation;
 - capital planning; and
 - preparations for celebrating Alberta's 100th anniversary.
- 8.37 With Alberta Public Works, Supply and Services and other partners, expand equity of student access to computer networks.
- 8.38 Implement innovative business practices and processes such as the Electronic Document Management System (EDMS).

Ministry Income Statement (thousands of dollars)

	Comparable 1997/1998 Actual	Comparable 1998/1999 Budget	Comparable 1998/1999 Forecast	1999/2000 Estimates	2000/2001 Target	2001/2002 Target
REVENUE						
Internal Government Transfers	2,499	—	—	120,000	120,000	120,000
Provincial Education Property Taxes	1,211,908	1,099,400	1,115,690	1,144,604	1,194,654	1,221,234
Sales of Learning Resources	18,138	16,802	18,527	18,175	18,725	19,275
Other Revenue	5,276	3,811	4,272	4,470	4,470	4,084
Revenue	1,237,821	1,120,013	1,138,489	1,287,249	1,337,849	1,364,593
EXPENSE						
Operating Support to Public and Separate Schools						
• Basic Instruction	1,808,222	1,898,940	1,898,949	2,014,426	2,140,063	2,242,973
• Severe Special Needs	64,267	83,171	83,171	92,649	99,349	106,539
• Early Literacy	—	12,250	12,250	20,670	20,877	21,086
• Other Instructional Grants	82,229	96,592	96,592	104,546	107,482	110,620
Support Grants (Administration, Transportation and Operations & Maintenance)	505,696	525,368	525,368	553,064	580,561	607,845
Less:						
Property Tax Support to Opted Out Separate School Boards	(122,741)	(158,614)	(147,685)	(165,424)	(172,041)	(178,923)
Sub-Total	2,337,673	2,457,707	2,468,645	2,619,931	2,776,291	2,910,140
Early Childhood Services	90,769	96,640	96,640	101,244	110,752	117,560
Private School Support	31,662	32,710	32,710	36,860	42,090	45,650
School Construction and Renewal	222,632	140,830	140,821	140,539	140,316	140,197
Student Health	—	—	—	14,970	25,610	25,610
Teachers' Pensions	160,490	169,200	168,700	193,979	215,858	230,355
Technology Upgrading	21,652	20,000	20,000	20,000	20,000	20,000
Learning Resources Distributing Centre	21,707	22,220	23,212	24,262	24,908	25,555
Ministry Operations	44,027	41,766	41,991	44,309	44,419	44,570
Interest on Advances from the General Revenue Fund	550	550	550	1,000	1,000	1,000
Valuation Adjustments	564	—	(96)	—	—	—
Expense	2,931,726	2,981,623	2,993,173	3,197,094	3,401,244	3,560,637
Gain (Loss) on Disposal of Capital Assets	(13)	(695)	—	—	—	—
NET OPERATING RESULT	(1,693,918)	(1,862,305)	(1,854,684)	(1,909,845)	(2,063,395)	(2,196,044)

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